

LCLM4001

Academic Skills

Tutor Guide

Weeks 1-5

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General Introduction

Digital Materials:

- You will find all digital materials for students and for you on Moodle.
- Remember to use the PowerPoints in the Tutor Space, not the ones in the weekly spaces; those are for the students.

Printed Materials

- You will find all printed materials in the box for the relevant week.
- Make sure that you choose the box for the right module.
- If there are materials that are re-usable, like cards or posters, please make sure that you return them to the box after your class. There are limited copies, so it is essential for you to return them promptly, so that the tutor for the next class can take them.
- For re-usable materials, please sign them in and sign them out.

A PDF version of this guide is available on Moodle in the Tutor Space.

Questions/Issues

As soon as you identify an issue or problem, please tell the module leader.

Academic Skills Syllabus

Week 1: Introduction to the module

By the end of this session, students will be able to:

- Describe what it means to study business at Level 4
- Examine the key questions and decisions business students investigate—such as understanding customers, managing costs, leading staff, planning growth, and addressing ethical issues—and explain how academic skills support them in analysing information, evaluating options, and making informed decisions.
- Identify key expectations of them as business students in HE.

Week 2 Understanding Assessments and Introduction to Reading

By the end of this session, students will be able to:

- Identify and explain the requirements, deadlines, and assessment criteria for their Term 1 assessments.
- Interpret marking criteria as descriptions of effective business communication and thinking.
- Introduction: Use prediction, skimming, scanning, to find key information in business related texts.

Week 3 – Reading and Analysing Business Information

By the end of this session, students will be able to:

- Use effective reading and note-taking techniques to find and record important information from academic and business texts.
- Recognise and explain the main ideas, key arguments, and supporting evidence in business-related reading materials.

- Understand and explain how good reading skills help you make informed decisions in business situations.

Week 4 – Referencing, Integrity and Ethics

By the end of this session, students will be able to:

- Explain why referencing is required in academic and business work
- Identify what constitutes plagiarism and what does not
- Produce a basic intext citation and reference list entry text citation and reference list entry

Week 5 – Paraphrasing

By the end of this session, students will be able to:

- Use your own words to paraphrase information accurately.
- Understand how paraphrasing helps maintain honesty in your work and builds professional credibility.

Week 6: Writing in a Business Context

By the end of this sessions, students will be able to:

- Write well-structured paragraphs that include clear points, supporting evidence, and explanation.
- Use an appropriate academic style and tone in business-related writing.
- Develop coherent arguments that link ideas logically within and across paragraphs.

Week 7 Communicating as a Business Professional

By the end of this session, students will be able to:

- **Recognise how communication differs in business, university, and everyday life**
- **Identify features of appropriate academic and professional business style**
- **Apply tone, clarity, and politeness to business- related communication related academic communication**
- **Draft a clear, professional email linked to a business or study scenario taking strategies-taking strategies**

Week 8 – Effective Presentation Skills for Business students

By the end of this session, students will be able to:

- **Understand the purpose and expectations of presentations in academic and business contexts.**
- **Create clear and professional presentation slides that effectively support key messages.**
- **Describe the key features of effective presentation delivery as a Business student and professional, including voice, body language, and audience engagement.**

Week 9 – Reflection and Professional Development

By the end of this session, students will be able to:

- **Reflect on their development as a business learner**
- **Identify strengths and areas for further development**

Week 10 – Feedback / Improvement and Report Structure

By the end of the session students will be able to:

- **Understand and explain the purpose and components of a business report**
- **Apply effective structure and formatting conventions**
- **Students will be able to suggest how to draft an introduction and conclusion that flow logically, select relevant content for each section, and critique sample reports for clarity, structure, and professional presentation**
 - **Interpret tutor feedback constructively**
 - **Identify specific actions for improvement**
 - **Apply feedback to revise their work.**

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	CertHE Business Skills for the Workplace		
Module:	Academic skills		
Module code:	LCLM4001	Contribution to Overall Module Assessment (%):	100%
Lecturer:		Internal Verifier:	
Assignment Title:	Portfolio	Word count (or equivalent):	3000 equivalent
Submission deadline:		Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-		

	assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.

Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student will be able to: • Show awareness and ability to apply the key academic skills needed to succeed in higher education; • Reflect on their learning.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☐ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☐ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☐
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☐
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☒

Task 1: Reading & Notes (Equivalent 1,000 words) Deadline: Week 4 30%

In this task, you will create A3 notes based on a text provided in **Week 3**. You will then upload a photo of your notes and answer five short questions about the text, along with a one-sentence reflection, using the provided template.

In-class steps to prepare for the task:

1. Take part in the Week 3 Notes → Understanding activity.
2. Create A3 notes (mind map) based on the text provided.
3. Upload a clear photo of your A3 notes to Moodle.

At-home steps to complete the task:

2. Answer the following questions using the template provided:
 - a. What is the main idea of the text?
 - b. What are two key points?
 - c. What part of the text did you find most important? Why?
 - d. Was anything unclear or difficult to understand?
 - e. How did your group help you understand the text better?
3. Write one sentence reflection: What did you find challenging about this task?

Task 1 – Reading Task Template (Text only)

1. Answer these questions using the sentence starters below

a. What is the main idea of the text?

The main idea is that

b. What are two key points?

One key point is

Another key point is

c. What part of the text did you find most important? Why?

The most important part is

d. Was anything unclear or difficult to understand?

I was not sure about

e. How did your group help you understand the text better?

My group helped me by

3. One sentence reflection

Question: What did you find challenging about this task?

The hardest part was

The text provided is an adapted version of: **BBC News (2026)** *Viral chicken shop draws customers from hours away*. BBC News. Available at: <https://www.bbc.co.uk/news/articles/cm2701py5np0>

Task 2: TEEL Writing (Equivalent 1,000 words) Deadline Week 8 30%

In this task, you will learn about paragraph structures in class and write a first draft of a paragraph based on one of **three topic options**. You will then complete short practice activities at home and submit an improved second draft (100–150 words) using the provided template.

In-class steps to prepare for the task:

1. Participate in Week 6 paragraph workshop (modelling, activities).
2. Complete an in-class paragraph draft (15–20 mins), handwritten or typed into a draft folder.
3. Upload or photograph draft to Moodle

At home steps to complete the Task:

1. Complete paragraph structure related mini tasks:
 - i. Choose correct topic sentence
 - ii. Choose evidence + justify
 - iii. Choose the best explanation
 - iv. Choose link sentence
2. Create and submit the second draft of the in-class paragraph in the final links on Moodle (100–150 words).

Paragraph Topics:

1. Write a paragraph on the importance of motivation in the workplace

2. Write a paragraph on how to build resilience in the workplace
3. Write a paragraph on the importance of communication in the workplace

Task 3: Source Evaluation + Reflection (Equivalent 1000 words)

Deadline Week 10 40%

In this task, you will choose a business topic, find one good academic source, evaluate it using the template provided, and then make

a **short 5 minute recorded presentation** with a brief reflection on what you found difficult and what you learned.

What you need to complete:

1. You should choose **one** of the following two business topics:
 - a. **Topic 1:** The use of social media to promote businesses
 - b. **Topic 2:** Importance of customer service for business success
2. You have to find one reliable and relevant source related to the chosen topic.
 - i. Please Use the Source Evaluation template provided.
3. Create a short 5-minute recorded presentation explaining why you chose this source.
 - i. Discuss the points included in the source evaluation template
 - ii. Include a short reflection:
 1. What did you find difficult about this task?
 2. What did you learn from it?

Task 3 – Source Evaluation Template (Text only)

Student Details

Name and student ID:

Topic chosen:

Title of source:

Author(s):

Year published:

How did you find this source?

(e.g. Google Scholar, library database, google)

Why did you choose this source?

(Think about relevance, credibility, usefulness)

Is it relevant to the topic?

Is this a useful article?

Is this an academic source?

When was it published? Is it recent enough? Why?

Author Credibility

Who is the author? What are their qualifications or expertise?

Reliability

Is the source reliable? Why?

(Consider journal, publisher, peer review, citations)

5-Minute Presentation Structure

1. Introduce topic and source
2. Explain how you found the source
3. Evaluate credibility (author, date, reliability) - To do so, you will need to respond to the above questions.

4. Short reflection – What did you find difficult about this task?
5. What did you learn from this task?

GUIDANCE FOR Students IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Assessment	Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 85-100%
Assessment 1	Shows little or no understanding of the text. The main idea and key points are missing,	Shows limited understanding. The main idea or key points are unclear, inaccurate or repeated.	Shows basic understanding of the main idea and at least one relevant key point. Some misunderstanding	Shows clear understanding of the text. The main idea is mostly accurate, and two relevant key points are included.	Shows very good understanding of the text. The main idea is clear, and two different key points are	Shows strong understanding of the whole text. The main idea is accurate, and the two key points are well chosen and clearly connected	Shows exceptional understanding of the whole text. The main idea is precise, and the two key points show a detailed and confident understanding of

	incorrect or unrelated.		or repetition may remain.		explained accurately.	to the overall message.	how the text develops its message.
Assessment 2	The TEEL activities are missing or show little or no understanding of the different parts of TEEL and cohesive devices.	The TEEL activities show very limited understanding. Many answers are missing or incorrect.	The TEEL activities show basic understanding of TEEL. Some correct choices are made, but there are several errors or gaps.	The TEEL activities show clear understanding. Most TEEL parts, sentence choices and cohesive devices are identified correctly.	The TEEL activities show very good understanding. Almost all answers are correct, and the purposes of cohesive devices are mostly explained clearly.	The TEEL activities show excellent understanding. TEEL elements and cohesive devices are identified and explained accurately.	The TEEL activities show exceptional and confident understanding, with consistently accurate identification and explanation of how TEEL and cohesive devices work.
Assessment 3	Shows little or no understanding of academic or communication skills from the module. The presentation may be mostly unrelated to Academic Skills.	Shows very limited understanding of one academic or communication skill. Explanation is unclear, inaccurate or mostly descriptive.	Shows basic understanding of at least one academic or communication skill from the module. Explanation may be simple, but the student shows some awareness of what they learned.	Shows clear understanding of one or two academic or communication skills from the module. Some explanation is given of why the skill matters for university study or workplace development.	Shows very good understanding of two academic and/or communication skills from the module. Explains both skills clearly and links them to university study and/or workplace development.	Shows excellent understanding of two academic and/or communication skills from the module. Explains both skills accurately and clearly, with strong links to university study and/or workplace development.	Shows exceptional understanding of two academic and/or communication skills from the module. Explains both skills confidently and insightfully, with highly effective links to university study and/or workplace development.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should

be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Assessment	Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 85-100%
Assessment 1	Shows little or no understanding of the text. The main idea and key points are missing, incorrect or unrelated.	Shows limited understanding. The main idea or key points are unclear, inaccurate or repeated.	Shows basic understanding of the main idea and at least one relevant key point. Some misunderstanding or repetition may remain.	Shows clear understanding of the text. The main idea is mostly accurate, and two relevant key points are included.	Shows very good understanding of the text. The main idea is clear, and two different key points are explained accurately.	Shows strong understanding of the whole text. The main idea is accurate, and the two key points are well chosen and clearly connected to the overall message.	Shows exceptional understanding of the whole text. The main idea is precise, and the two key points show a detailed and confident understanding of how the text develops its message.
Assessment 2	The TEEL activities are missing or show little or no understanding of the different parts of TEEL and cohesive devices.	The TEEL activities show very limited understanding. Many answers are missing or incorrect.	The TEEL activities show basic understanding of TEEL. Some correct choices are made, but there are several errors or gaps.	The TEEL activities show clear understanding. Most TEEL parts, sentence choices and cohesive devices are identified correctly.	The TEEL activities show very good understanding. Almost all answers are correct, and the purposes of cohesive devices are mostly explained clearly.	The TEEL activities show excellent understanding. TEEL elements and cohesive devices are identified and explained accurately.	The TEEL activities show exceptional and confident understanding, with consistently accurate identification and explanation of how TEEL and cohesive devices work.
Assessment 3	Shows little or no understanding of academic or communication skills from the module. The presentation may be mostly	Shows very limited understanding of one academic or communication skill. Explanation is unclear,	Shows basic understanding of at least one academic or communication skill from the module. Explanation may be simple, but the	Shows clear understanding of one or two academic or communication skills from the module. Some explanation is given of why	Shows very good understanding of two academic and/or communication skills from the module. Explains both skills clearly	Shows excellent understanding of two academic and/or communication skills from the module. Explains both skills accurately and	Shows exceptional understanding of two academic and/or communication skills from the module. Explains both skills confidently and insightfully, with highly effective links to

	unrelated to Academic Skills.	inaccurate or mostly descriptive.	student shows some awareness of what they learned.	the skill matters for university study or workplace development.	and links them to university study and/or workplace development.	clearly, with strong links to university study and/or workplace development.	university study and/or workplace development.
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3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Assessment	Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 85-100%
Assessment 1	Gives no relevant details from the text and does not	Uses very limited or unclear details. Explanations are mostly missing or do not match the	Uses at least one relevant detail from the text and gives a basic	Uses relevant details to support most answers and gives clear reasons.	Uses clear, specific details that match the key points and gives a clear reason for the	Selects strong and accurate details and clearly explains what they show. The judgement about	Selects highly effective details and explains their meaning with exceptional clarity

	explain the answers.	point being made.	explanation or reason.		most important part of the text.	importance is well supported.	and insight for this level.
Assessment 2	The final paragraph contains little or no explanation or supporting example. Ideas are unrelated to the topic sentence or do not develop it.	Explanation and examples are very limited, unclear or largely unrelated to the topic sentence.	Gives a basic explanation and/or example, but development is limited or the connection to the topic sentence may be unclear.	Gives a relevant explanation and example that generally develop the topic sentence, although some ideas could be explained more fully.	Gives clear explanations and relevant examples that develop the topic sentence well. The connection between the ideas is clear.	Gives detailed and thoughtful explanations supported by well-chosen examples or evidence. Ideas develop the topic sentence convincingly.	Gives highly effective and insightful explanations supported by precise examples or evidence. Every idea contributes clearly to developing the topic sentence.
Assessment 3	Shows little or no reflection on learning or development. The presentation mainly lists activities or gives unrelated information.	Reflection is very limited. The student may describe what happened, but gives little explanation of progress, challenge or learning.	Gives a basic reflection on learning. There is some attempt to discuss progress, a challenge or something they learned about their own development.	Reflects clearly on learning and development. Identifies some progress and/or challenge, although explanation may not always be fully developed.	Reflects well on learning and development. Explains what changed, what was challenging, and what they learned from the experience.	Reflects thoughtfully on learning and development. Clearly explains progress, challenge, learning and improvement during the module.	Reflects with exceptional clarity and insight on learning and development. Gives a thoughtful explanation of progress, challenge, learning and personal improvement.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world

situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

Assessment	Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 85-100%
Assessment 1	The mind map is missing, extremely limited or does not show use of the taught note-making method.	The mind map contains very few relevant notes and shows weak organisation.	The mind map contains basic notes and shows some use of the taught structure, but important information may be missing.	The mind map is mostly clear and includes the main idea, relevant key points and some business examples, although the connections between the ideas are not always clear.	The mind map is clear and well organised, with the main idea, different key points and some specific business examples that clearly support or help explain the key points.	The mind map is detailed, selective and very well organised, with clear connections between the main idea, key points and several well-chosen business examples from the text.	The mind map is exceptionally clear, purposeful and well organised, using carefully selected business examples to show detailed and confident understanding of how the ideas in the text connect.
Assessment 2	The final paragraph is missing, incomplete or does not show a recognisable TEEL structure.	Shows very limited use of TEEL. Several elements are missing, misplaced or difficult to identify.	Shows basic use of TEEL. Most elements are attempted, but some are weak, unclear or not used effectively.	Applies the TEEL structure successfully. The main elements are present and mostly serve the correct purpose.	Applies TEEL clearly and effectively. All elements are easy to identify and work together to develop the paragraph.	Applies TEEL very effectively. Each element is purposeful, well developed and contributes to a strong paragraph.	Applies TEEL with exceptional control. The structure feels natural, balanced and highly effective rather than mechanical.
Assessment 3	Gives no clear examples from the module, or examples are	Gives very limited examples. Examples may	Gives at least one basic example from the module or	Gives relevant examples from the module. Examples	Gives clear and specific examples from the module. Examples	Gives detailed, relevant and specific examples from the module.	Gives highly effective and carefully chosen examples from

	missing, unrelated or very unclear.	be vague, unclear or not connected well to the reflection.	learning experience. Detail may be limited, but there is some attempt to support points.	generally support the reflection, although some could be more specific or more clearly explained.	support the reflection well and help explain the student's learning.	Examples strongly support the reflection and show clear learning and development.	the module. Examples are detailed, specific and used very confidently to support the reflection.
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5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Assessment	Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 85-100%
Assessment 1	Much of the task is incomplete or	Several answers are incomplete,	Most parts are completed. Answers are	The task is fully or almost fully completed.	All parts are completed clearly and concisely.	Communication is consistently clear, focused	Communication is exceptionally clear and

	very difficult to understand. The reflection is missing or unrelated.	unclear or not written as required. The reflection is very limited.	understandable, although clarity may be uneven. The reflection identifies a basic challenge or form of help.	Answers are mostly clear full sentences, and the reflection explains a challenge and what helped.	The reflection explains the challenge, why it was difficult and what helped.	and appropriate. The reflection shows strong awareness of the student's learning process.	controlled for this level. The reflection is concise, specific and highly thoughtful.
Assessment 2	Writing is very difficult to understand. The paragraph lacks coherence and academic style, and frequent language errors prevent meaning.	Writing is often unclear or difficult to follow. Links between sentences are weak, and frequent grammar, spelling or punctuation errors sometimes prevent meaning.	Writing is generally understandable. There is some coherence and use of linking language, although organisation or academic style may be uneven. Language errors are noticeable but the main meaning can usually be understood.	Writing is clear and mostly coherent. Sentences are linked appropriately, and the style is generally suitable for academic writing. Grammar, spelling and punctuation errors do not usually affect meaning.	Writing is clear, coherent and cohesive. Ideas flow logically, and an appropriate academic style is used. Language is mostly accurate, with only occasional errors.	Writing is consistently clear, well connected and academically appropriate. Cohesive devices are used effectively, and language is accurate with few errors.	Writing is exceptionally clear, fluent and cohesive for this level. Academic style is controlled and effective, with highly accurate grammar, spelling and punctuation.
Assessment 3	The presentation is very difficult to follow. It has no clear structure, or spoken communication prevents the listener from understanding the main message.	The presentation is often difficult to follow. Structure is very limited, and delivery may make meaning unclear in several places.	The presentation is understandable overall. There is a basic attempt at an opening, main points and close. Speech may be hesitant, quiet or heavily note-based, but some key ideas are communicated.	The presentation is clear enough to follow. It has a recognisable opening, middle and ending. Delivery mostly supports understanding, though signposting or spoken delivery may be uneven.	The presentation is clear and well organised. It has a clear opening, key points, useful signposting and a clear close. Speech is mostly clear and supports the listener.	The presentation is consistently clear, organised and easy to follow. Signposting, pace, volume and delivery are effective for this level, and the listener is guided through the ideas well.	The presentation is exceptionally clear, confident and well structured for this level. Signposting and delivery are controlled and effective, and the listener can follow the reflection easily throughout.

WEEK 1 Introduction to the module

Learning Outcomes and Focus

Week 1 has **three key aims**:

1. Help students feel safe, welcomed, and confident.
2. Introduce what “studying business” means at university.
3. Connect **academic skills** to **business decision making**.

This week is about **belonging first**, skills second.

The focus:

- low-stakes conversation
- clear scaffolding
- small group work
- simple reading/writing tasks
- early wins
- Reassurance

TUTOR MINDSET FOR WEEK 1

- ✓ Keep language simple
- ✓ Go slowly
- ✓ Use lots of reassurance
- ✓ Keep tasks short and predictable
- ✓ Use pair work and small groups (very safe)
- ✓ Avoid putting any student on the spot
- ✓ Praise effort, not correctness

Notes Space

Lesson Plan

Minutes	Focus	Activity type	Materials	Flex notes
0–20	Welcome, reassurance, and belonging	Intro to the module Low stakes pair/small group discussion about everyday business decisions. Students share examples from work/home/community. Whole group voluntary sharing.	slides	Highly flexible (15–30 mins). Prioritise confidence and comfort.
20–45	What is “business” at university?	Short tutor input (10–12 mins): - Introduce business as decision-making (customers, costs, people, growth, ethics).	Slides; Cards	Moderately flexible. Avoid long lecturing; move quickly to pair work if energy dips.
45–65	HE expectations: myths vs reality	Small- group sorting activity (“expected at university” vs “myth”). Emphasis on discussion and reassurance rather than correctness. Group sorting activity (“expected at university” vs “myth”). Emphasis on discussion and reassurance rather than correctness. 8-10 minutes for them to do the activity (they will likely NOT NEED THIS FULL TIME), 8-10 minutes to take up answers. Unlikely you will need the full 20	Slides, cards	Major learning block — slow down if needed.
65–80	Break	—	—	Fixed. Do not shorten.
80–105	Thinking like a business student	Group scenario task: Students receive a very simple, accessible business scenario (e.g., a café with falling lunchtime sales). In	Scenario handout; worksheet;	Very flexible (30–60 mins). Reduce scenario elements if needed; ensure the academic

Minutes	Focus	Activity type	Materials	Flex notes
		groups, they complete three scaffolded steps: 1. <i>What decisions need to be made?</i> (e.g., pricing, customer needs, staffing). 2. <i>What information is needed?</i> (e.g., customer numbers → reading data; customer opinions → asking questions; identifying trends → note-taking/analysis). 3. <i>Which academic skills would help us make the decision?</i> Why? (prompt list: reading, notetaking, organising information, comparing options). Groups produce bulletpoint notes (paper or digital).taking, organising information, comparing options).point notes (paper or digital). Timer on slide is for 20 minutes, but please monitor and offer more time if needed. Pairs are ideal, but trios are possible. There are 10 A3 handouts per class.	paper or digital notes	skills link is discussed before ending
105–130	Exchange Ideas	Ask each pair to review the reasons they brainstormed and choose the one they think is strongest or most likely. Explain that they should develop only this idea by considering the information needed, possible business action and relevant academic skill.		

Minutes	Focus	Activity type	Materials	Flex notes
		After 5 minutes, ask each pair to join another pair. Monitor while pairs exchange ideas, ask one useful question and compare their thinking.		
130-140	Making learning visible	INTRO TO MOODLE Individual structured reflection: <i>What did you already know before today's class?</i> <i>What is one new thing you understand about studying business at university?</i> <i>What do you feel more confident about after today's class?</i> Please monitor and discourage use of AI/Translation early on.	Slides	Compressible, but keep even if rushed.
165-185	Consolidation and close	Whole group recap + reassurance. Link to Digital Skills Week 1 and communication focus for Week 2. Homework on Slide 36: Library Online Resource List course and Week 1 Quiz in Your Tasks FINISHED EARLY? Have students start the homework!	Slides	Avoid rushing. Shorten earlier sections if needed.

Minutes	Focus	Activity type	Materials	Flex notes
185–240	Protected flex / slippage	Informal support: tech issues, catchup, individual questions, reassurance. Library support info	—	Intentional buffer; do not feel pressure to fill.

Materials

Digital:

- Moodle
- Slides

Printed Materials

- Matching Business Decisions to Academic Skills à Card Set
- Myths vs. Realities Flash Cards à Card Set
- Thinking like a business student à A3 copies

Your Feedback

Please do take 3 minutes to provide feedback on your experience this week.

You can also find the link on Moodle under Tutor Space.

LCLM4001 Quick Check



Week 2 Understanding Assessments and Introduction to Reading

Learning Outcomes (Week 2):

By the end of this session, students will be able to:

- **LO1:** Identify and explain the requirements, deadlines, and assessment criteria for their Term 1 assessments.
- **LO2:** Interpret marking criteria as descriptions of effective business communication and thinking.
- **LO3:** Use prediction, skimming, and scanning to find key information in business-related texts.

Note Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
0–10	Welcome, settling, reconnection	Vevox warm-up: “One thing I remember from Week 1.” Tutor briefly summarises patterns.	Vevox poll; slide	LO1 (activation)	Replace sticky notes; supports arrivals gently.
10–65	Overview of Term 1 assessments	Tutor input (10–15 min): assessment briefs, deadlines, submission route. (slides 5 & 6) Predict/Skim/Scan Slides/Exploration Activity (15–50 min): no explicit explanation of these skills yet + discussion of answers using printed Teacher Answer sheet Vevox Check (50–65 mins)	Slides; Assessment Brief Exploration Activity; Teacher Answer Sheet in Guide; Vevox poll	LO1	Keep brisk; avoid heavy detail; reassure.
65–70		Break			

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
70–100	Understanding marking criteria	Tutor Input : What is criteria, what each one means (Slides 10-12) Students match simplified marking criteria to short examples Tutor checks answers and clarifies each criterion in simple English	Slides; Teacher Answer Sheet in guide	LO2	Get students to work in pairs for matching activity
100–110	Break 2	Longer break	—	—	First rest after heavy cognitive demand.
110–125	Prediction	Tutor explains Reading Skill 1: Predicting (Slide 17) Tutor displays title + image of a short business text (Slide 18). Students predict topic/ideas in pairs on VEVOX (W2.R1 Predicting) Share a few answers	Slide; VEVOX	LO3	headline only; highly scaffolded.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
125–145	Skimming	Tutor explains Reading Skill 2: Skimming (Slide 19) Slide 20: Timed skim = 3 minutes (confirmed). BBC Text Part A Groups choose best main idea from 3 options. Vevox (W2.R2. Skimming) Quick feedback with Vevox answer	BBC Part A Text (on Moodle) ; main idea options on Vevox	LO3	3 minutes reduces stress; supports confidence.
145–170	Scanning	Tutor explains Reading Skill 3: Scanning (Slide 22) Scanning practice (Slide 23) Pairs scan BBC Text Part A for: dates, numbers, names, reasons. Compare answers with another partner + Tutor Whole Class Check (Slide 24)	BBC Part A Text (on Moodle)+ Printed worksheet BBC Social Media Text Exercises	LO3	Tutor reiterates that they should ignore any information not asked in the questions and just focus on the answers

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
170–175	Break 2	Mini Break	—	—	Prevents overload
175–210	Apply reading skills to the business world	Students: brainstorm and discuss how the 3 skills might be useful in business; tutor elicits some student answers in whole class check Tutor confirms understanding with points on Slide 26 Check comprehension with Vevox (W2.R3-R6) Take up answers	Slides; Vevox	LO3	Crucial link of skill to business world.
210–230	Making learning visible	Students post to Moodle private forum: • One assessment requirement I understand now • One reading skill I can use • One question I still have	Reflection slide; Moodle	LO1, LO3	Confirmed by team: Moodle keeps continuity with Week 1.
230–240	Protected flex / slippage	Homework; 1-1 support: reading help, assessment clarification, Moodle help, digital setup.	—	—	

Materials

Printed:

- Assessment Brief Exploration Activity
- BBC Social Media Text Exercises

Digital:

- Slides
- Vevox
- Moodle resources:
 - BBC Part A text
 - Assessments (not the brief)

Teacher Answer Sheet:

Assessment Brief Exploration Activity

GUESS

You have 3 Academic Skills Assessments this term. Discuss with a partner and make guesses on what these three tasks might be.

Task 1:

(Task 1: Reading & Notes / A3 notes based on text)

Task 2:

(Task 2: TEEL writing / structured paragraph writing)

Task 3:

(Task 3: Source evaluation + short presentation)

SKIM FOR MAIN IDEAS

Which task is worth the most marks?

Answer: Task 3 (40%)

What is the main activity for each task? (one or two words each)

Task 1: Notes / Reading

Task 2: Writing / TEEL

Task 3: Research / Presentation

Which task includes a presentation or speaking?

Answer: Task 3

Which task looks the most challenging to you? Why?

Answer: Any reasonable response accepted (varies by student)

SCAN FOR SPECIFIC DETAILS:

1. Which Week is the Assessment 1 In-Class Workshop?

Week 4

2. How many questions do you answer in Assessment 1?

6

3. Which week is each Assessment due in?

Assessment 1: **Week 4**

Assessment 2: **Week 8**

Assessment 3: **Week 10**

4. Will you have any in-class steps to complete for Assessment 2? If so, what are they?

Yes, an in-class workshop, one in Week 6, one in Week 7. Upload draft to Reflection Space in Moodle

5. How many words should the TEEL paragraph be?

100-150 words

6. Do you need to include citations and/or a reference list in Assessment 2?

YES (BOTH)

7. How long is the recorded presentation for Assessment 3?

3-5 minutes

8. How many skills should you discuss in Assessment 3?

1 or 2

9. Should you discuss any challenges in Assessment 3?

Yes!!! At least one

10. When you submit work for Assessment 1, 2, and 3, where should you submit it?

MOODLE, in each respective Assessment Submission Link

Criteria Matching Activity

Slide 12: Criteria Matching Activity Answers

1. Engagement with Literature

Uses credible sources to support ideas and references them correctly in Harvard style.
Shows evidence of wider reading and research.

→ **Match: D**

“I used a journal article and referenced it in Harvard style to support my argument.”

2. Knowledge & Understanding

Shows understanding of key ideas and concepts, and explains them clearly with examples. Also follows task instructions accurately.

→ **Match: E**

“I explained what customer service means and gave a real example from a shop.”

3. Cognitive & Intellectual Skills

Analyses information, compares ideas, justifies opinions, and draws conclusions based on evidence.

→ **Match: B**

“I compared two marketing ideas and explained which one I agree with.”

4. Practical Skills

Applies theories, models, or concepts to real-life situations or examples.

→ **Match: A**

“I used a business model from class to explain how a company improved performance.”

5. Transferable Skills

Focuses on communication, structure, academic writing, clarity, and presentation skills.

→ **Match: C**

“My work is well structured, uses full sentences, and is easy to read.”

Scanning Support for Tutor

If students read too slowly:

Scanning is fast — move your eyes quickly. You do not need to understand every word.

If students can't locate answers:

Hints:

- Names are usually capital letters.
- Reasons often have because, so, to.
- Actions are usually verbs.

If weaker pairs struggle:

Assign each pair one category only:

Pair A: names

Pair B: companies

Pair C: reasons

Pair D: actions

Etc.

Then they teach each other.

Week 3 Reading and Analysing Business Information

Learning Outcomes (Week 3):

By the end of this session, students will be able to:

- LO1: Use effective reading and notetaking techniques to find and record important information from academic and business texts.
- LO2: Recognise and explain main ideas, key arguments, and supporting evidence in business-related reading.
- LO3: Explain how good reading supports informed business decision making.

Note Space

Lesson Plan

Please note, timings here are quite generous and it is likely that certain stages will take shorter than prescribed. Please make sure you leave enough time to upload the mindmap to Moodle; have students post reflections; cover homework.

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
0–10	Welcome & recap	Warmup: Students write one reading skill remembered from Week 2 on Vevox.	Slide prompt; Vevox	LO1 (activation)	Low-stakes; supports late arrivals.
10–25	Week 2 link: Why is reading important in business?	Slides 5-7: Student discuss reading and why it is important	Slides	LO3	Keep concise; learners practise immediately.
25-35	Reading & Notetaking	Link reading to notetaking (Slide 8) and then move into notetaking strategies and importance (9-12)			
35-50	Main Idea of a Text	Students try to identify main idea in the Chinese EV text. Tutor elicits answers. Tutor shows answer and explains how this was found after students have tried (slides 13-20)	Slides; Printed BYD Text; A4 Paper (1/pair)	LO2	

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
		Students start their mind map (Slide 21)			
50-60	(OPTIONAL) BREAK 1	If students are a more challenging bunch or struggle more take an optional break here. If you think they will be ok until the end of the activity take a longer break after the activity. PLEASE KEEP SHORT. This break is a quick stretch before getting into harder topics. There will be a longer break after this activity!			
60-75	Key Details	Tutor explains Key Details. Students then try and find key details from the Chinese EV text in pairs . Students try and put on their key details in each of their two	Printed China BYD EV Text; Explanation/Answers in Tutor Slides/Student A4 Paper	LO2	

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
		circles. Tutor monitors and class checks with answers on Slide 27			
75-95	Adding Evidence/Examples to Key Details	Encouraging students to look closer at a text. Tutor guides the students through adding another layer to their mind map and class checks with Slide 31	Printed China BYD EV Text; Explanation/Answers in Tutor Slides/Student A4 Paper	LO2	
95-115	Adding Specific Information to Evidence/Examples	Final (and closest) reading. Students try and add specific numbers/names/locations/etc to their evidence examples. Tutor guides students through this with slides 32-34. Final version of Mind Map on Slide 35. Make sure students understand their answers do not have to be EXACTLY the same!	Printed China BYD EV Text; Explanation/Answers in Tutor Slides/Student A4 Paper	LO2	This part can feel a bit fiddly so rather than getting caught up in terminology, explain that including more specific information can only strengthen an argument.
115-130	Break 2	Longer break	—	—	Reset before note-taking practice.

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
130-200	Notes → Meaning	Students form pairs. Step 1 (130–135): Remind of last week (Slide 37) Tutors remind students they might already know main idea of the full text from Week 2 even though they only received half of it. Step 2 (135-150): (Slide 32) Students receive the full text and spend 7 mins skimming it before discussing the main idea with their partner after reading Very Important!: Whole class check of the main idea. Tutor reminds students that this is the idea which will go in the center of the mind map	Printed BBC Full Text; A3 sheets; pens	LO1, LO2	Very B1-friendly; highly engaging; requires extended time. No whole-class sharing needed. This is the task which will help students understand the text for TASK 1 PLEASE NOTE: this is a long task. You may wish to give students a quick break between completing the mind map in pairs and comparing!

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
		• All mind maps should have the same idea in the center (though paraphrases are ok) • MAIN IDEA: <i>Social media helps small businesses grow</i> Step 3 (150–190): each pair in gets an A3 and they work on turning the text into a mindmap using the steps and layers we taught them at the beginning of the class. There are many variations (see tutor guide for 2 variations, but there are likely many other ‘correct’ ones). Pairs create diagrammatic notes on A3 (mind map/flow chart/keywords). No full sentences.			

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
		IMPORTANT: Tutor monitors and makes note of general feedback to give whole class later (e.g. a few positives, a few things students could improve on) Step 4 (190–205): Pairs within a group exchange mind maps. Each pair compares to their own using questions on Slide 34 Step 5 (205–215): Whole class check and feedback from tutor Step 6 (210–220): Each student takes a picture and uploads the picture of their A3 notes to Moodle (A3 notes should have names of each student in the pair written on it)			

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
220-230	Reflection (Moodle private forum)	Students post 3 short lines to a private Moodle forum : What helped you understand the text more clearly today? Which part of reading or making the mind map would you like more practice with?	Moodle instructions slide; personal devices or tutor guidance	LO1, LO3	Very short; not graded; tutor supports login if needed.
230-240	Protected flex / slippage	Optional support: additional scenario practice, note-taking help, vocabulary support, Moodle login help, silent reading practice.	—	—	Keep light and supportive; ideal for early-term confidence building.

Materials

Printed:

- Full BBC Text
- BYD text

NOT PRINTED BUT MUST BRING

- A3 Paper (1 sheet per pair) for BBC Text Mind Map (Workshop)
- A4 Paper (1 sheet per pair) for teacher led mind map

Digital:

- Slides
- Vevox
- Moodle resources:

Your Feedback

Please do take 3 minutes to provide feedback on your experience this week.

You can also find the link on Moodle under Tutor Space.



Teacher Answer Sheet:

China BYD EV Text (Main Idea + Key Details Practice)

Answers with explanation from text

Reasons for Change:

Customer Demand: *Some customers did not like the new car models.*

Reputation/Brand Image: *Other people were worried about the political actions of Tesla's owner, Elon Musk.*

Competition & Price Pressure: *Competition from Chinese companies like BYD, Geely, and MG also made things harder. These companies often sell their cars for less money than Western brands.*

External factor / policy change: *One reason was the end of a government program that gave buyers \$7,500 to help pay for electric cars.*

Future business impact:

Grow sales and Increase Business Value: *[Elon Musk] wants to sell more cars and increase the company's value*

Explore Other Projects: *He also plans to sell one million humanoid robots called Optimus.*

Tesla's success depends on new self-driving taxis

Sales numbers /Other Key Data:

BYD sold more than 2.25 million cars, while Tesla sold 1.64 million cars.

Tesla sales fell by 9%, while BYD sales grew by 28%.

Week 4 : Referencing, Integrity & Ethics

Learning Outcomes (Week 4)

By the end of this session, students will be able to:

- **LO1:** Explain why referencing is required in academic and business work.
- **LO2:** Identify what constitutes plagiarism and what does not.
- **LO3:** Produce a basic intext citation and reference list entry.

Note Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
0–15	Welcome & gentle start	Remembering last week What we are doing today Homework recap (Referencing Basics) Slide 6	Slide; Vevox	LO1 (activation)	Low-pressure; supports late arrivals.
15–30	Focus on integrity	Tutor mini input (10–12 mins) (Slides 7-12): - What is integrity: academic and business Why do we reference Giving credit	Slides	LO1	Keep jargon-free.
30–40	Paraphrase vs copy	Mini-input Tutor demo (Slide 15): Show an original sentence + one copied version + one B1 friendly paraphrase.	Slides	LO2	Sets foundation for Week 5 & 6.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
40-60	Evidence and references	Where are references needed Do we need a reference here? Vevox Cite or Not (1-5) In-text vs. Reference List Reference List tools	Slides; Vevox	LO3	Keep examples short and clear to avoid overload.
60-70		Break time			
70 - 100	Basics of intext citation	In-Text Citations: Details (Slides 24-30) Common mistakes Spot the mistake exercise Worksheet (10 mins) Answer check as class	Slides; Printed Spot the Mistake Worksheet	LO3	Highly scaffolded and interactive.
100 - 125		Slide 23: Let's Try It Out Students use the tools they have learnt about to create a mini reference list. Encourage students to try to include a website and book.	Slides		
125-135	Break 2	—	—	—	Needed before independent practice.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
135-175	Mini-referencing task (applied)	Step 1: Read BYD text and decide which sentences need a reference Step 2: Students receive a short paragraph containing 3 items needing citation (e.g., statistic, definition) (Referencing Exercise: Step 2). They: 1. Add intext citations 2. Tutor circulates for support. Tutor checks answers as a class (Tutor Guide)	Printed BYD Worksheet; Printed Referencing Exercise: Step 2; Slides ; Tutor Guide for Answers	LO1, LO3	Essential for assessment readiness.
175-205	What is cheating	Group sorting task: Students sort statements into cheating/not cheating Whole class review with reassurance.	Slides, printed Cheating cards,	LO2	Important for students with international educational backgrounds.
205-220	Reflection time	Students reflect: • One thing that helped me understand referencing today is... One thing I still want to practise with citations is...	Slide;Moodle	LO1, LO2	Short, accessible for B1 learners.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
		One thing I understand now about using sources in business writing is...			
220-240	Protected flex / slippage	Recap + homework Extension Exercise: Slide 42+43 (OR assign for homework) Extension Exercise: Slide 43/Vevox Referencing Review One-to-one help with referencing, paraphrasing, citation page layout, using library website. Haunted library	Slides; Vevox	—	Important for confidence-building and troubleshooting.

Materials

Printed:

- Cheating Cards
- China BYD exercise
- Spot the mistake
- Referencing exercise

Digital:

- Moodle
- Vevox
- Slides

Answers

Slide 6 – Discussion Suggestions

- What is one **advantage** of using news reports for information?

News reports offer timeliness — they cover current events and recent developments quickly, often before that information appears in books, journals, or other more formal sources. This makes them valuable when you need up-to-date facts, public reactions, or coverage of something that's still unfolding.

Other suggestions:

- **Accessibility** — news reports are usually written in plain language, making them easier to understand than academic or technical sources.
- **Real-world context** — they often show how an issue affects real people, which can add human interest or practical grounding to research.
- **Breadth of coverage** — news outlets report on a huge range of topics, so you can often find *something* on almost any current issues.
- Why is it important to choose the right type of information for your research?
- **Credibility and accuracy** — Different sources have different levels of reliability. A peer-reviewed journal article has typically been vetted by experts, while a blog post or social media claim may not be fact-checked at all. Using unreliable sources can lead to flawed conclusions.
- **Relevance to your purpose** — A source that's great for one kind of research (e.g., a news article for current events) may be useless or misleading for another (e.g., using a news article for deep scientific data instead of a peer-reviewed study).
- **Depth vs. breadth** — Some sources (encyclopedias, news articles) give quick overviews; others (books, academic journals) give in-depth analysis. Choosing the right depth for your research question matters — you don't want a shallow source for a complex topic, or an overly dense source when you just need background info.
- **Bias and perspective** — Every source has some point of view, whether intentional or not. Choosing a range of appropriate sources helps you avoid one-sided or skewed information, which is especially important for controversial or complex topics.
- **Currency (how recent the information is)** — For fast-changing topics (technology, medicine, current events), you need up-to-date sources. For historical or foundational research, older, well-established sources may be more appropriate.

- **Audience and academic standards** — Depending on the assignment or purpose (school paper vs. professional report vs. personal curiosity), certain sources are expected or required — for example, teachers often want scholarly sources rather than general web content.

Spot the Mistake (Slide 27 + Printed Worksheet + on slide 28)

Teacher Answers – Spot the Citation Mistakes

1.

Sales increased by 10 percent last year (www.bbc.com/news).

Is there a mistake? Yes

What is the mistake?

- Uses a **website link instead of author/organisation name**
- Should use something like: (BBC, year)

2.

Research shows that customer trust is falling (Taylor).

Is there a mistake? Yes

What is the mistake?

- **Missing year**
- Should be: (Taylor, year)

3.

Electric cars are becoming more popular [Smith, 2024].

Is there a mistake? Yes

What is the mistake?

- Uses **square brackets instead of round brackets**
- Should be: (Smith, 2024)

4.

The report says that food prices rose quickly (Tesco, 2025).

Is there a mistake? Yes

What is the mistake?

- **Incorrect organisation name** (should be Tesco, not Tescos)

5.

BYD sales grew to over 2 million cars.

Is there a mistake? Yes

What is the mistake?

- **No citation included**
- Needs a source

6.

Online shopping grew by 15 percent in 2024 (ONS, 2024).

Is there a mistake? No

What is the mistake?

- No mistake — this is correct

7.

Newton argues that customers are dissatisfied with AI customer service (Samantha Newton, 2025)

Is there a mistake? Yes

What is the mistake?

- Uses **full name instead of surname only**
- Should be: (Newton, 2025)

Teaching note

Common issues students should notice:

- missing year
- wrong bracket type
- using URLs instead of authors
- missing citations
- incorrect author format

Do we need a reference here?

China's BYD beats Tesla, becomes world's top EV seller

The Chinese company BYD is now the world leader in electric vehicle (EV) sales. It has sold more cars than the American company Tesla for the first time in one year. In 2025, Tesla sold 1.64 million cars. This was a 9% drop from the year before. At the same time, BYD sales grew by 28% to more than 2.25 million cars.

Tesla had a difficult year for several reasons. Some customers did not like the new car models. Other people were worried about the political actions of Tesla's owner, Elon Musk. Competition from Chinese companies like BYD, Geely, and MG also made things harder. These companies often sell their cars for less money than Western brands. To help, Tesla lowered its prices in the United States, but sales still fell. One reason was the end of a government program that gave buyers \$7,500 to help pay for electric cars.

Excerpt From: Practice With News (2026) China's BYD beats Tesla, becomes world's top EV seller, 5 January. Available at: <https://practicewithnews.com/chinas-byd-beats-tesla-becomes-worlds-top-ev-seller/> (Accessed: 27 February 2026).

Let's try it out:

Instructions:

1. Read the paragraph below
2. Decide which ideas need a reference and which ideas do not.

Electric car companies are growing quickly around the world. ☐ BYD sold more cars than Tesla last year. ☒ Many customers did not like the new Tesla models. ☒ In my opinion, the electric car market will continue to grow. ☐ Some people prefer electric cars because they want to help the environment. ☐ BYD sales went above 2.25 million cars, which shows strong demand. ☒

Answers

Referencing Exercise: Step 2

Here is the paragraph with **correct in-text citations added**:

Electric car sales are growing very quickly around the world, especially in China. BYD sold more than 2.25 million electric cars in 2025, which was a big increase from the year before (Practice With News, 2026). New global data also shows that electric vehicle sales almost tripled between 2021 and 2024 (Pakistan & Gulf Economist, 2025). In the UK, the government is reviewing its electric car sale quotas after car production fell to its lowest level in more than 70 years (Sky News, 2026). I think these changes will affect how fast the country can move towards cleaner transport.

Explanation (for teacher use)

- **BYD sales data** → (Practice With News, 2026)
- **Global sales tripled** → (Pakistan & Gulf Economist, 2025)
- **UK quotas + production fall** → (Sky News, 2026)
- **Final sentence** → no citation needed (student's own opinion)

Common errors to watch for

- Students forgetting to cite the BYD data
- Using full titles instead of organisation names
- Adding a citation to the opinion sentence
- Incorrect punctuation or missing brackets

Week 5 Paraphrasing

Learning outcomes

By the end of this session, students will be able to:

- Use your own words to paraphrase information accurately.
- Understand how paraphrasing helps maintain honesty in your work and builds professional credibility.
- Apply paraphrasing to summarise ideas clearly from business or academic texts.

Note Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	LOs	Flex Notes
0–10	Welcome & soft start	Remembering last week Vevox on knowledge from last week Intro to today	Slides	LO2	B1-friendly; talk first to loosen anxiety; avoids early writing pressure.
10–40	What is paraphrasing? What is it NOT? +	Paraphrasing: what it is / what it is NOT • Short tutor input + examples • Nick & Sarah Exercise (10 mins) • “Copying vs paraphrasing vs summarising” quick contrast	Slides; Printed Nick and Sarah Worksheet	LO1, LO2	
40–50	Spot the difference: copy vs correct paraphrase	Groups receive short text with student versions: They highlight differences and classify changes. This is a QUICKER preview to the guided discovery which is coming next and more of a comprehension check of Nick and Sarah activity.	Slides	LO1	Activates prior knowledge and links referencing → paraphrasing.
50–75	How do we paraphrase?	Step-by-step modelling: 1. Show Original Paragraph (Text A) on slide. 2. Students identify Key Ideas (underline or list).	Slides 15–20	LO1, LO2	

Minutes	Focus	Activity Type	Materials	LOs	Flex Notes
		3. Tutor closes Text A (hide slide). 4. Show Paraphrased Version (Text B). 5. Guided Discovery: Spot the Difference Task: What changed? (synonyms, word order, sentence structure, condensing) (give students at least 10 minutes for this task) 6. Pair Share: pairs chat to each other to compare answers 7. Brief input: paraphrasing techniques (synonyms, reordering, combining sentences, changing word form). 8. Back to Nick (Slide 21, Slide 22 answers) to show that good paraphrasing is a combo of techniques; comprehension check: KEEP SHORT			
75-90	Break 1	—	—	—	Paraphrasing is cognitively heavy for B1 learners; break restores energy.
90-120	Check Comprehension	Vevox on Paraphrasing TC1-TC9 NOTE: This is a TEAMS Vevox.	Vevox	LO1, LO2	Comprehension Check with Vevox-do students understand the techniques and what

Minutes	Focus	Activity Type	Materials	LOs	Flex Notes
		- Group students into 2-10 teams depending on class size. - Ask ONE student from each team to join Vevox for their Team (making sure they join the correct number you've assigned-Q32) - You can display the 'winner' with the leaderboard function at the bottom after Question 40. Then CLOSE the Poll after question 40.			makes an effective paraphrase vs an ineffective one?
120-150	Practice	Gallery Walk: Students walk around room and try to paraphrase using POST IT NOTES on the gallery posters. Students should aim to do at least 3 and tutors should monitor for whole class feedback after this activity. Please do not allow students to write directly on the posters so that these can be re-used. Encourage students to look at each other's and gain inspiration from each other. Whole class feedback will be important here, so please monitor closely and take	Slide; Gallery walk posters; post it notes	LO1	Students practice techniques and learn from one another

Minutes	Focus	Activity Type	Materials	LOs	Flex Notes
		note of the group's weaknesses and strengths			
150-180	Guided paraphrasing practice (short paragraphs)	In pairs, students paraphrase paragraphs. Then pairs exchange. Note: Text A and Text B Leave 5 mins for the Vevox check in on Slide 30 (Vevox 5.5-5.6)	Handout: Guided Paraphrasing Practice T-A and T-B Slides Vevox	LO1	Highly scaffolded; simple language.
180-190		Optional Break if students need a breather			
190-210	Paraphrasing a short paragraph	Independent Practice: Students paraphrase a short (3–4 sentence) paragraph from a business case. Tutor circulates, prompting “key idea” focus, not word replacements. Vevox 5.7	Slides Guided Paraphrasing Practice Ind VEVOX	LO1	Main practice block before application.
210-220	Reflection /Homework	Students post in a private forum: What did you learn about paraphrasing today?	Moodle slide	LO2	Private = safe; low writing load; digital practice.

Minutes	Focus	Activity Type	Materials	LOs	Flex Notes
		What part of paraphrasing do you still find difficult, and what would help you? Remind students that next week (Week 6) is vitally important for AS2 and that they need to have completed the H5P lesson before the class			
220–240	Protected flex / slippage	Optional: vocab help, rewriting one paraphrased sentence, tech support, reference-check support.	Station Posters for clinic	—	Highly valuable for students struggling with English and confidence.

Materials

Printed:

- Guided Paraphrasing Practice T-A
- Guided Paraphrasing Practice T-B
- Guided Paraphrasing Practice Ind
- Gallery Walk Posters (Reuse)

Digital:

- Slides
- Vevox
- Moodle

Answer Sheet

Nick and Sarah Paraphrasing

Activity:

By chance, Sarah and Nick have both found the same source to use in their report about business communication, and have both used the same part of the source. However, one of them received lower marks on their Engagement with Literature (how a student cites and references their research) mark than the other. Discuss and decide:

1. Which part of the extract both students used (highlight in the original)?
2. Who received the lower marks and why?

Nick because he copied directly

3. What are the differences between Sarah and Nick's use of sources?

Word Choice / Sentence Structure

Nick: Uses the source word-for-word in his sentence. The wording and structure are copied directly from the original extract.

Sarah: Rewrites the ideas in her own words, changing the sentence structure and vocabulary while keeping the original meaning.

Original Source:

Clear communication is essential in business. It helps colleagues understand each other and reduces mistakes. Non-verbal cues, like gestures and eye contact, influence how messages are interpreted. Listening carefully to others ensures everyone understands the intended meaning
(Taylor, 2023)

Sarah's work:

Strong communication skills are vital in business because conveying ideas clearly enables colleagues to comprehend each other and prevents errors (Taylor, 2023)

Nick's work:

Effective communication is crucial for any workplace, and clear communication is essential in business, as it helps colleagues understand each other and reduces mistakes (Taylor, 2023).

Guided Paraphrasing Practice (T-A)

Step 1: Main Ideas (Suggested Answers)

Main idea 1:

Good customer service leads to positive actions from customers after their experience, such as returning or recommending the business.

Main idea 2:

When customers feel valued, they are more likely to stay loyal and share their experiences with others.

Main idea 3:

Word-of-mouth recommendations and referral rewards help small businesses grow without high advertising costs and help build customer loyalty.

Notes for teachers (acceptable variation)

Students may also express these ideas in different ways, for example:

- customer satisfaction leads to loyalty
- positive experiences encourage recommendations
- referrals and reviews support business growth

Accept any answer that keeps the correct meaning, even if wording is different.

Step 2: Model Paraphrase (Example Answer)

Good customer service often results in positive behaviour from customers. When people feel valued, they are more likely to return and share their experiences with others. This type of word-of-mouth recommendation is very useful for small businesses because it helps them grow without spending much on advertising.

Some businesses also offer rewards to encourage customers to recommend the company to others. These simple strategies can turn satisfied customers into loyal supporters who help the business develop over time.

Key Paraphrasing Techniques Used

Synonyms:

valued → appreciated

return → come back

tell others → share experiences or recommend

word-of-mouth promotion → recommendations

Grammar changes:

Use of sentence combining

Shift from noun-heavy phrases to full clauses

Structure changes:

Ideas reorganised into clearer cause and effect sequence

Word form changes:

recommend → recommendation / refer

loyal → loyalty / loyal supporters

Guided Paraphrasing Practice (T-B)

Step 1: Main Ideas (Suggested Answers)

Main idea 1:

Fast response time is important in small business customer service.

Main idea 2:

Quick solutions help prevent customer frustration and show that the business values customers and their time.

Main idea 3:

Fast and effective responses make a business seem reliable and can help build trust even when mistakes happen.

Notes for teachers (acceptable variation)

Students may also express these ideas in different ways, such as:

- speed improves customer satisfaction
- quick responses improve customer experience
- fast problem-solving builds trust and reliability
- good service can repair bad experiences

Accept any answer that keeps the meaning accurate, even if wording is different.

Step 2: Model Paraphrase (Example Answer)

Fast response times are important in small business customer service. Solving problems quickly helps reduce customer frustration and shows that the business respects customers' time.

This includes answering questions, correcting payment errors, or dealing with product issues. Quick action helps the business appear reliable and caring. Even when something goes wrong, responding quickly can improve the situation and help build trust with customers.

Key Paraphrasing Techniques Used

Synonyms:

fast service → quick response time

frustrated → annoyed / frustrated (simplified retention)

respect → value / show respect for time

reliable → trustworthy / dependable

Grammar changes:

Sentence combining and splitting for clarity

Reordering of ideas (effect before example in places)

Structure changes:

Cause → effect sequence made more explicit

Examples grouped rather than listed in long form

Word form changes:

respond → response / responding

solve → solution / solving

trust → trustworthy / building trust

WEEK 6 WRITING IN A BUSINESS CONTEXT (TEEL)

Learning Outcomes

LO1: Understand how paraphrasing links to a TEEL paragraph

LO2: Identify the parts of a TEEL paragraph (Topic sentence, Evidence, Explanation, Link)

LO3: Prepare for Assessment Task 2 by planning and writing a short TEEL paragraph draft (100–120 words) on a business topic

Note Space

LESSON PLAN

Minutes	Focus	Activity	Materials	LOS	Flex
0-10	Remembering last week	What today is about Students write why paraphrasing is important in academic writing on Vevox. W5. 1-4 Make sure to whole class check the answers for why paraphrasing is important: • To use evidence • To avoid plagiarism • To show understanding	Slides/Vevox	LO1	If students struggle, prompt with cues rather than leaving fully open
10-40	Connecting Week 5 Paraphrasing to Week 6 Paragraphs	Students complete Activity 1 on Week 6 Nick's Difficulties Worksheet (10 mins) Tutor takes up Activity 1 Students work in pairs to complete Activity B (20 mins)	Printed Nick's Difficulties Worksheet/Tutor Guide	LO1	Remind students: focus on meaning, not perfect grammar ; Circulate and support lower-confidence students first; Encourage use of notes from last week

Minutes	Focus	Activity	Materials	LOS	Flex
		Tutor monitors and uses Tutor Guide to check answers and confirm with class (10 mins)			
40-60	Reading a model paragraph (pre-TEEL discovery)	Students read a short model paragraph (100–120 words) on the Nick’s Difficulties worksheet (Activity D) They match each sentence from the paragraph to the appropriate aspect of TEEL in the right column Tutor checks answers and then demonstrates TEEL structure on Slide 9	Model paragraph on Nick’s Difficulties worksheet; TEEL Structure on Slide 9	LO1; LO2	Guide students to discover elements of TEEL on their own
60-80	What TEEL looks like (Teach Phase)	Tutor explicitly introduces TEEL: Topic → Evidence → Explanation → Link. (Slide 10)	Slides;	LO2	Students already have intuition from guided discovery, so this formalisation feels natural and confirms their guesses.
80-90	BREAK	Break			

Minutes	Focus	Activity	Materials	LOS	Flex
90-110	Recognising good vs bad TEEL	Students work on the Elements of TEEL worksheet to complete Activity 1 and 2 Tutor monitors and confirms answers by highlighting on digital version of worksheet for Activity 1 and discussing/confirming student answers for Activity 2	Printed Elements of TEEL worksheet	LO2	Students now work in pairs for support to confirm understanding of TEEL structure
110-125	Topic Sentences	Tutor Input: Slide 12-13 Brief activity on slide 13: Students make the TS stronger (5-10 mins including some class answers)	Slides	LO2	Hone in on finer details of TSs as a weak TS usually leads to a weaker paragraph. Exercise at the end checks comprehension
125-145	Explanation, Evidence, Link Sentences	Tutor Input: Slide 14-16		LO2	Explain the final components of TEEL without overloading students with information
145-165	Recognising effective TEEL components (Topic, Explanation,	Recognition: Vevox W6 TC1-TC10 NOTE: Team challenge! Group students and make sure that	Vevox poll set;	LO2	Test comprehension and increase energy levels

Minutes	Focus	Activity	Materials	LOS	Flex
	Conclusion) (TEAM UP FOR TEEL)	one student from each team joins the appropriate team number			
165-175	Break 2	—	—	—	Necessary break after heavy input/competition
175-240	TASK 2 Workshop	Tutors navigate students through the workshop using: Slides Workshop Template (printed) Detailed instructions in Tutor Guide		LO3	Help students feel confident about Task 2 and prepare them

Materials

Printed:

- Nick's Difficulties Worksheet
- Elements of TEEL Worksheet
- Workshop Template Worksheet

Digital:

- Slides
- Vevox
- Moodle

Your Feedback

Please do take 3 minutes to provide feedback on your experience this week.

You can also find the link on Moodle under Tutor Space.

LCLM4001 Quick Check



Answer Sheet

Nick's Difficulties

Activity 1:

A) Remember Nick? The poor guy has another report to write, this time on companies and the way they invest in the training of their employees. This is what Nick has so far.

1) What claim is Nick making? Highlight it.

2) What is missing from Nick's paragraph? **Evidence**

Investing in employee training is essential for a company's success. This makes the company more competitive and helps it achieve its goals. Therefore, companies should make training a priority for all employees.

B) Nick has three pieces of evidence from his notes to support his claim. Which evidence is best suited for the paragraph and how can Nick paraphrase it?

1) "Introducing new office technologies sometimes causes confusion among staff, but it can lead to increased efficiency over time." (Barnes, 2023, p.172)

2) "Employees who receive structured training often learn how to manage their tasks better and take on new responsibilities, overcoming initial difficulties with new skills." (Buster, 2024, p. 4)

3) "Employees who attend team-building workshops often improve their communication skills, which helps them work better with colleagues." (Taylor, 2024, p.18)

Possible paraphrases:

Staff who participate in organised training usually gain the skills to handle their tasks efficiently and accept new responsibilities, even if learning the skills is challenging at first (Buster, 2024).

Providing structured training helps employees improve how they manage tasks. It also allows them to take on additional responsibilities, despite difficulties when learning new skills (Buster, 2024).

C) Place your paraphrase in the appropriate place in Nick's paragraph:

Investing in employee training is essential for a company's success. This makes the company more competitive and helps it achieve its goals. Providing structured training

helps employees improve how they manage tasks. It also allows them to take on additional responsibilities, despite difficulties when learning new skills (Buster, 2024). Therefore, companies should make training a priority for all employees

OR

Investing in employee training is essential for a company's success. Providing structured training helps employees improve how they manage tasks. It also allows them to take on additional responsibilities, despite difficulties when learning new skills (Buster, 2024). This makes the company more competitive and helps it achieve its goals. Therefore, companies should make training a priority for all employees.

D)

Investing in employee training is essential for a company's success. **MAIN IDEA**

This makes the company more competitive and helps it achieve its goals. **EXPLANATION**

Providing structured training helps employees improve how they manage tasks. It also allows them to take on additional responsibilities, despite difficulties when learning new skills (Buster, 2024). **EVIDENCE**

For example, if a retail employee receives training in stock management software, they can reduce ordering errors and ensure products are available for customers. **EXAMPLE**

As a result, the business operates more efficiently and customer satisfaction improves. **FURTHER DETAILS**

Therefore, companies should make training a priority for all employees. **LINKS BACK TO MAIN IDEA**

Elements of TEEL Worksheet

Activity 1:

T (Topic Sentence):

Good customer service is very important for small business success.

E (Explanation):

When customers feel respected and helped, they are more likely to return and buy again.

E (Evidence):

A study by the Institute of Customer Service (2023) shows that businesses with happy customers often have more loyal customers and more repeat sales.

E (Explanation):

This is important because keeping current customers is usually cheaper than finding new ones.

E (Explanation):

Also, good experiences can lead customers to tell others about the business, which helps improve its reputation.

E (Example):

For example, customers may leave positive reviews online or tell friends and family.

L (Link):

So, good customer service helps businesses keep customers, build trust, and grow over time.

Activity 2

A: Inventory is important for businesses. Many companies keep stock in different ways depending on their size and products. For example, a report by Kumar (2022) explains that large companies often use digital systems to track stock levels. This is interesting because technology is becoming more common in many areas of business, such as marketing and communication. Some businesses also sell products online and use delivery services. In addition, employees may need training to use new systems correctly.

What makes this weak (teacher note)

- **Topic sentence too general**
- **Evidence not clearly linked to main idea**
- **Off-topic ideas** (marketing, communication, training)
- **No clear link sentence**
- Lacks focus and development

B: Good inventory management is important for business efficiency. When businesses control their stock carefully, they can avoid running out of products or holding too much unused stock. This helps reduce costs and improve customer satisfaction. For example, a study by Chen (2023) found that businesses with clear stock systems were able to respond faster to customer demand and reduce waste. In addition, accurate inventory records make it easier for managers to plan orders and avoid unnecessary spending. As a result, effective inventory management helps businesses save money and meet customer needs more successfully.

Why this works (teacher note)

- **Clear topic sentence** (focused and specific)
- **Explanation developed logically**
- **Relevant evidence supports the idea**
- **No off-topic information**
- **Strong link sentence showing result/impact**

Task 2 Workshop – Tutor Guide (TEEL Paragraph Preparation)

Overview

This workshop prepares students for Task 2 by guiding them through a structured process to plan and write a first draft of a TEEL paragraph in class.

Students will:

- select a topic
- activate prior knowledge
- connect ideas to evidence
- write a structured paragraph (Draft 1)

This draft will later be improved and submitted as the final assessed paragraph.

Learning Objectives

By the end of the workshop, students will be able to:

- select an appropriate topic based on their existing knowledge
- generate and organise ideas relevant to a business topic
- identify possible evidence (including their own examples)
- write a clear topic sentence with reasons
- produce a structured TEEL paragraph (100–150 words)

Key Principles (for tutors)

- This is preparation, not perfection
- Students should rely on what they already know
- Evidence includes own examples as well as sources
- Focus on structure and clarity over accuracy
- Each step reduces the difficulty of the next

Workshop: Step-by-Step Guidance + Troubleshooting

Step 1 – Identify Familiar Topics

Goal: Activate prior knowledge

Time: ~3 minutes

Students think about which topic they know most about and share ideas.

Why this matters:

Students write better when they start from something familiar.

Common issues & fixes

- Student says they know nothing about any topic

→ Reframe: ask simple prompts

- Have you ever had a job? (motivation)
- Have you ever found something difficult? (resilience)
- Have you worked in a group? (communication)

→ Push for everyday experience, not “expert knowledge”

- Student freezes or writes nothing

→ Tell them to pick the topic they feel least confused about

→ Emphasise: basic ideas are enough

Step 2 – Identify Knowledge Sources

Goal: Link ideas to possible evidence

Time: ~3 minutes

Students think about where their knowledge comes from.

Why this matters:

Helps students realise they already have usable support for ideas.

Common issues & fixes

- Student only writes “I don’t know”

→ Prompt with options:

news, social media, personal experience, school, conversations

- Student thinks evidence must be academic

→ Clarify: own examples are valid evidence at this stage

Step 3 – Select One Topic

Goal: Make a clear decision

Time: ~5 minutes

Students choose one topic and justify it.

Why this matters:

Prevents time-wasting and builds confidence.

Common issues & fixes

- Student keeps changing topic
- Set a firm rule: once chosen, stick with it
- Remind: only one short paragraph needed
- Student chooses a topic they clearly don't understand
- Ask: can you give one example?
- If not, redirect to a simpler topic

Step 4 – Brainstorm Ideas

Goal: Generate content quickly

Time: ~5 minutes

Students write continuously.

Why this matters:

Removes pressure and builds idea quantity.

Common issues & fixes

- Student stops writing early
- Prompt questions:
What happens in real life?
Why is this important?
Can you give an example?
- Student focuses too much on grammar
- Remind: this is not assessed writing yet
- Encourage bullet points or messy notes

Step 5 – Connect Ideas to Evidence

Goal: Link ideas to support

Time: ~3 minutes

Students select key ideas and connect them to evidence.

Why this matters:

Builds understanding that evidence supports ideas.

Common issues & fixes

- Student cannot find evidence

→ Prompt:

Have you seen this happen?

Can you imagine a real example?

- Student thinks evidence must be a citation

→ Reinforce: examples are also evidence

- Student writes very vague links

→ Push for specificity: what example exactly?

Step 6 – Write Topic Sentence

Goal: Create clear paragraph direction

Time: ~10 minutes

Students write a topic sentence with reasons.

Why this matters:

Controls the structure of the paragraph.

Common issues & fixes

- Topic sentence is too general

→ Ask: why? what reasons?

→ Encourage use of “because”

- Too many ideas (long, unclear sentence)

→ Limit to 1–3 reasons

- Student copies the question

→ Prompt: what do you think about it?

Step 7 – Write TEEL Paragraph (Draft 1)

Goal: Produce a structured paragraph

Time: ~20 minutes

Students write full TEEL paragraph.

Why this matters:

Applies all previous steps in a structured way.

Common issues & fixes

- Student writes only 2–3 sentences

→ Prompt:

Can you explain more?

Add an example

Add a link sentence

- No evidence included

→ Remind: use Step 5 notes

- Paragraph is off-topic

→ Direct back to topic sentence

- Student gets stuck

→ Tell them to continue from notes without worrying about quality

Submission

Goal: Ensure completion

Time: ~10 minutes

Students upload draft.

Why this matters:

Encourages accountability and progression to Draft 2.

Common issues & fixes

- Student not finished

→ Allow submission of incomplete draft

→ Emphasise improvement happens later

- Technical issues

→ Accept photo or alternative upload

Common Student Mindset Issues

- Perfectionism
- Repeatedly remind: this is a draft
- Lack of confidence
- Reinforce: simple ideas are enough
- Overthinking evidence
- Emphasise: examples count

Timing Summary

- Steps 1–3: 10 mins
- Step 4: 5 mins
- Step 5: 3 mins
- Step 6: 10 mins
- Step 7: 20 mins
- Submission: 10 mins

Keep strict timing to maintain pace.

Final Notes for Tutors

- Keep instructions simple and direct
- Monitor actively and intervene early
- Encourage progress over perfection
- Focus feedback on structure, not language accuracy

Week 7 Communicating as a Business Professional

Learning outcomes

By the end of this session, students will be able to:

LO1: Recognise how communication differs in business, university, and everyday life

LO2: Identify features of appropriate academic and professional business style

LO3: Apply tone, clarity, and politeness to business- related communication related academic communication

LO4: Understand how to improve writing coherence and cohesion through use of linking devices

Note Space

Lesson Plan

Minutes	Focus	Activity	Materials	LO	Flex
0–10	Welcome & soft start	Slides 2-3: Last Week/Today Slide 4: Students sort 3 short text extracts (WhatsApp message / email / badly written report paragraph). They match each to everyday, professional email, or business report .	Slides;	L01	Low-stakes; introduces report writing gently, without pressure.
10–30	Understanding communication styles: email vs report	Tutor Mini input: Purpose, audience & tone differences between email and report writing. Simple comparison chart: Email vs Report (greeting, objectivity, evidence, third-person, structure). Students identify features in provided examples.	Slides	LO1, LO2	Short, structured, B1-friendly; groundwork for Weeks 8–9.
30–45	Analysing an ineffective report paragraph	Students read a poorly written report paragraph (informal language, opinion-heavy, emotional, unclear). In pairs: • Identify informal words/phrases • Identify unclear statements	Slides Printed Report paragraph analysis	LO2	Safe, analytical activity; builds awareness of formal academic/business writing style.

Minutes	Focus	Activity	Materials	LO	Flex
		Identify missing evidence			
45–80	Rewriting the ineffective paragraph	Students rewrite the “bad” paragraph into a formal business report style, using: - objective tone - neutral verbs (“indicates”, “suggests”) - evidence from the scenario - no first-person/emotional language Students discuss their answers	Slides Printed Rewriting the report paragraph	LO2, LO3	Major applied task; prepares students for Week 9 report writing.
80-90	Break 1	—	—	—	Reset before Coherence/Cohesion and Workshop 2
90 - 105	Cohesion and Coherence	Spot the Difference: Guided Discovery Tutor takes up answers on next slide	Slides;	LO4	Students recognise features of coherence/cohesion
105 - 115	Coherence + Cohesion	Tutor: Mini Input Please use the notes in the slide for this explanation. There is an analogy which is very successful in helping students to understand coherence.	Slides/Tutor Guide	LO4	Tutor gives explicit instruction and explains what coherence and cohesion is. Students usually struggle with

Minutes	Focus	Activity	Materials	LO	Flex
		You can also find this in the Tutor Guide.			concept of coherence, so an analogy is provided to help with this
115 - 155	Applying Coherence and Cohesion to a paragraph	Sarah's Difficulties: Part 1 (15 mins) Tutor makes sure each pair/trio has the correct order before moving on to: Sarah's Difficulties: Part 2 (10 mins) Students compare with one another Whole class check Tie it together with Business Communication (Slide 25)	Slides; printed Sarah's Paragraph-Sentence Cards	LO4	Students work in pairs and trios for added support
155- 165	Break 2	Break 2			
160- 205	Task 2 Workshop: Academic Style & Coherence + Cohesion: Peer	Students exchange drafts of their TEEL paragraph from Week 6 and use the checklists to check:	Slides; Printed Peer Review Checklist; Printed Self	LO2; LO3; LO4	Opportunity to improve work and more support for Task 2. Note: for students who missed Week 6, pair

Minutes	Focus	Activity	Materials	LO	Flex
	review (Academic Style/Coherence & Cohesion checklist)	- Are paragraphs written in the right style? - Are paragraphs cohesive? - Are paragraphs coherent? Tutor monitors and gathers some thoughts for general whole class feedback. Note: at this point students should not be focusing so much on the content of paragraphs, but on the way they are written	Review checklist		them with a student who was present to create a trio with at least 2 pieces of work between the three
205-220	Reflection/Recap	Students post in a private forum: One thing that helped me understand academic or business style today is... - One thing I still want to practise with coherence and cohesion is...	Moodle; Slide		

Minutes	Focus	Activity	Materials	LO	Flex
		One thing I understand now about organising and connecting ideas is...			
220– 240	Protected flex / slippage	Optional: rewriting Task 2 paragraph again, use the printed Self Review Checklist to review their own Task 2 work, ask questions, submit Task 2 Final draft if ready	—	—	Supports weaker writers and students needing personalised reassurance.

Materials

Printed:

- Report Paragraph Analysis
- Printed Rewriting the report paragraph
- Printed Sarah's Difficulties Cards
- Printed Peer Review Checklist
- Printed Self Review Checklist

Digital:

- Slides
- Moodle

Coherence and Cohesion

Helpful Analogy

Ask a younger child about their day at nursery or school.

They might say: "I had a good day at school." → this is their topic sentence.

The child then describes why the day was good.

All the details are relevant because they support the topic sentence: e.g.

"We played outside, it was sunny!" "Lunch was sausages!" "I learnt to draw a red circle"
"Storytime was about a dragon!" "I had apple juice during break, I love apple juice" "I
jumped in puddles on the way to school" "my boots are yellow!"

The Problem with Coherence

Young children often jump around in their story as they are not yet used to organising their thoughts before they speak. They also often don't have the language (yet) to signal where in their story they are (e.g. "first, we..." "next, we..." "finally, I...")

Additionally, even though all ideas are relevant, the order these ideas are presented can be confusing.

Relevance is not enough in your paragraph: ideas also need logical order and connection to one another.

This (in addition to using the TEEL structure) helps the reader understand the main points of your paragraph clearly.

Sarah's Difficulties

Part 1 (In correct order)

Topic Sentence: Many small businesses lose revenue when their websites are difficult to use due to poor design, slow performance, and weak security.

Order with numbers:

3

7

8

5

1

6

IRRELEVANT:

2: Social media is also a powerful tool for brand awareness in today's world.

4: Digital marketing is also very important for modern businesses.

Full Paragraph:

Many small businesses lose revenue when their websites are difficult to use due to poor design, slow performance, and weak security. Slow websites often result in slow-loading checkout pages because the software is not top-of-the-line or updated regularly. These slow checkout pages can frustrate customers and lead them to abandon their shopping carts. Small companies may also struggle to keep website security up to date, which can make customers hesitant to buy. A 2023 study found that 40% of customers will avoid websites that take more than five seconds to load on mobile devices (TechPulse, 2023), and another survey reported that 25% of customers stop buying from websites they consider insecure (SafeWeb, 2023). Some small businesses try adding unnecessary pop-ups or animations to attract attention and these features can distract users and increase users' security concerns. Investing in website maintenance is crucial for small businesses to protect revenue, maintain customer trust, and compete with larger companies.

Sarah's Difficulties Part 2 Possible Answer (many others available):

Many small businesses lose revenue when their websites are difficult to use due to poor design, slow performance, and weak security. **For example**, slow websites often result in slow-loading checkout pages because the software is not top-of-the-line or updated regularly. These slow checkout pages can frustrate customers and lead them to abandon their shopping carts. **In addition**, small companies may also struggle to keep website security up to date, which can make customers hesitant to buy. **For instance**, a 2023 study found that 40% of customers will avoid websites that take more than five seconds to load on mobile devices (TechPulse, 2023), and another survey reported that 25% of customers stop buying from websites they consider insecure (SafeWeb, 2023). **However**, some small businesses try adding unnecessary pop-ups or animations to attract attention, and these features can distract users and increase users' security concerns. **Therefore**, investing in website maintenance is crucial for small businesses to protect revenue, maintain customer trust, and compete with larger companies.

Week 8 Speaking as a Business Professional

Learning Outcomes

By the end of this session, students will be able to:

- LO1: Recognise what makes spoken communication effective in academic and business contexts
- LO2: Identify how voice, body language, and language choice influence an audience
- LO3: Practise speaking clearly and confidently in short, low-pressure professional scenarios without using slides

Note Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	LOs	Flex Notes
0–10	Welcome & soft start	Low-pressure pair discussion: • When do people speak at work (not present)? • What makes speaking difficult? • Is speaking different from writing?	Slide with prompts	LO1	Gentle start; allows late arrivals
10–25	What makes spoken communication effective?	Guided discussion + tutor micro-input: • Speaking vs writing • Audience, clarity, structure • “Helping the listener” as a goal	Slides	LO1	No performance yet
25–45	Noticing good and poor presentation styles (Video analysis)	Video task (notetaking & discussion): Students watch selected clips from the video and identify: • What works well • What does not work • Voice, body language, clarity, connection	Video on ppt slides	LO1, LO2	First viewing whole; second viewing focused

Minutes	Focus	Activity Type	Materials	LOs	Flex Notes
45–60	Turning observations into speaking principles	Vevox activity: Students judge behaviours from the video and explain why they help or hinder communication (no “right answers”)	Vevox; slide	LO1, LO2	Criteria emerge from students
60–70	Making criteria explicit	Tutor-led synthesis: Class collectively agrees on 4–5 spoken communication principles (voice, posture, clarity, structure, connection)	Vevox slide	LO1, LO2	Keep concise
70–80	Break 1	—	—	—	Reset before speaking practice
80–105	Signposting language	Students match the groups of language to the purpose (20 mins) Tutor confirms answers (5 mins)	Slides Signposting Language for Presentations Worksheet	LO1	Draw attention to a typically weaker area for Level 4 students
105–125	Structuring spoken messages (without slides)	Mini input + paired practice: Students practise short spoken structures: • Opening • Key point	W8 Scenarios Spoken structure exercise (4 scenarios) Slides vevox	LO2	Focus on spoken signposting

Minutes	Focus	Activity Type	Materials	LOs	Flex Notes
		• Example/story • Close			
125–150	Body language and voice practice	Paired rehearsal: Students repeat the same 30-second message twice: 1. Poor posture/voice 2. Improved posture/voice Discuss impact	Body language and voice exercise	LO2	Safe experimentation
150–160	Break 2	—	—	—	Short reset
160–200	Low-pressure speaking practice (no slides)	Small-group speaking rounds: Students speak for 30–45 seconds on a simple business-related prompt (e.g. explaining an issue, updating a team). Listeners focus on clarity and delivery , not content.	Slides	LO2, LO3	Groups of 3–4 only
200–220	Explain your speaking choices	Paired discussion: Each student explains: • One speaking choice they made • Why it helped the audience	Slides	LO3	Builds reflection & confidence

Minutes	Focus	Activity Type	Materials	LOs	Flex Notes
		• One thing they changed after feedback			
220–235	Making learning visible	Individual reflection (written): • One speaking skill I improved today • One habit I will practise • One thing I found easier than expected	Slide; Moodle	LO1–LO3	Short, focused
	Protected flex / slippage	Optional: • Extra speaking rehearsal • 1–1 confidence coaching • Voice & language support	—	—	Essential for anxious speakers

Materials

Printed:

- Signposting Language for Presentations Worksheet
- Scenarios Spoken structure exercise
- Body language and voice exercise

Digital:

- Moodle
- Vevox
- Slides

Week 9 Reflection and Professional Development

Learning Outcomes

By the end of this session, students will be able to:

- LO1: Reflect on their development as business learners.
- LO2: Identify strengths and areas for further development.
- LO3: Get a better understanding of their final assessment Task (Task 3)

Note Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
0–20	Welcome/ week 8 summary & soft start Week 9	Brief summary of content covered in Week 8 (slide 2) Warm-up prompt: “What is one skill you’ve improved since Week 1?” Students write their answers on Vevox. Tutor clusters responses on board.	Slides; Vevox	LO1	Low-stakes; settles the room gently.
20–40	What is reflection? Why does it matter in business + HE?	Tutor mini input (10–15 mins): Activity (5 min) - Reflection as learning from experience - How businesses use reflection (after action reviews, quality improvement) - Simple reflective prompts (What? So what? Now what?)	Slides	LO1	Keep very simple for B1 learners; avoid jargon.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
		Short example from a business scenario.			
40–55	Looking back: Achievements this term	Individual → pair → group task: 1. Students complete a “Skills Timeline” marking progress in: reading, writing, notetaking, paraphrasing, communication, digital skills. 2. Pair share: each name one strength gained. 3. Groups choose top 3 class strengths.	Printed Timeline worksheet; slides	LO1, LO2	Slow, reflective activity; ideal pacing for end of term.
55–75	Evidence of progress	Gallery walk: On A3 sheets around the room, headings include: “Reading”, “Writing”, “Paraphrasing”, “Presenting”, “Using Feedback”, “Digital Skills”.	A3 printed sheets; sticky notes	LO1	Movement keeps energy up; very positive atmosphere.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
		Students add sticky notes describing one thing they can now do. Tutor debriefs themes (confidence, organisation, clarity).			
75–85	Break 1	—	—	—	Emotional + cognitive break after reflective work.
85–115	Professional behaviours: what we learned this term	Group task: Students discuss the following question in small groups: What does professional Development look like in university and in business? (4 min activity). Then students complete a vevox quiz; they have to decide whether the example behaviours	Slides; Vevox	LO2	B1-friendly; builds confidence about transferable skills.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
		are professional/developing/unprofessional. Examples: meeting deadlines, planning ahead, asking questions, managing time, ignoring feedback. Student then need to write one behaviour they need to improve: Tutor links to business professionalism (credibility, reliability) and discuss the answer given in the word cloud			
115–145	Setting realistic goals for next term	Tutor modelling: Show examples of strong vs vague goals. Students write 3 goals: - One academic skill (e.g., reading longer texts) - One communication skill (e.g., clearer emails)	Slides; Printed Goal-setting worksheet	LO2	Very positive and empowering activity.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
		- One business/professional skill (e.g., punctuality) Pairs: Share + refine goals using a simple checklist.			
145–155	Break 2	—	—	—	Short mental reset before final reflection.
155–175	Creating a Personal Development plan	Creating a Personal Development Plan Individual	Printed PDP handout; slides	LO1, LO2	Core output for the week.
175–215	Task 3 Workshop	Tutors explain Task three to students with the use of • Slides • Task 3 Exploration activity • Task 3 Template	Slides; Printed Task 3 Exploration activity; Task 3 template	L03	Keeps atmosphere supportive; avoids whole-class performance.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
215–240	Protected flex / celebration	Students may: - Ask for final advice - Review any skills (reading, writing, reports, TEEL, paraphrasing) - Work on their task 3 - Quiet time to plan next steps Tutor offers 11 encouragement and support.	—	—	The final “soft landing” of the module.

Materials

Printed:

- Printed Timeline Worksheet
- A3 Printed sheets for Gallery Walk Activity
- Printed Goal Setting worksheet
- Printed PDP worksheet
- Printed Task 3 exploration worksheet

Digital:

- Slides
- Vevox
- Moodle resources:
 - Task 3 Template

Your Feedback

Please do take 3 minutes to provide feedback on your experience this week.

You can also find the link on Moodle under Tutor Space.

LCLM4001 Quick Check



Teacher Answer Sheet:

Assessment Brief Exploration Activity

1. How many topics do you have to choose for Task 3?

Students have to choose one topic from the topics below:

- a. **Topic 1:** The use of social media to promote businesses
- b. **Topic 2:** Importance of customer service for business success

2. How many sources do you need to find?

Students have to find ONE reliable source

3. Where will you search for the source? (e.g., UWTSD library's website)

Google Scholar	Starting point, broad search
UWTSD Library	Peer-reviewed journals
Online/ Internet	Website articles
ProQuest	Academic journals and dissertations
JSTOR	Established academic research

Write one possible source (or idea):

4. What is an academic source?

Book, Journal articles

An academic source is written by experts and based on research. It is more reliable than general websites and is used in universities and business.

5. How long should your presentation be?

5 minutes long

However, if your presentation is 4 minutes long and all answers are adequately addressed marks will not be deducted.

6. Do you need to answer and present all the questions in the Task 3 template?

Yes all questions should be answered

7. What do you need to reflect on?

1. What did you find difficult about this task?
2. What did you learn from it?

Exercise 2: With a partner discuss and write at least 5 elements of a good presentation?
What do you need to remember when recording your presentation?

Clear structure

- Easy for the audience to follow
- Follow the template provided

2. Clear communication

- Speak slowly and clearly
- Avoid reading everything from your notes (template)

4. Confidence and body language

- Eye contact (or looking at camera if recorded)
- Positive posture and natural gestures

5. Relevant content

- Information must match the topic
- Stay focused and avoid going off-track

Week 10 Feedback / Improvement and Report Structure

Learning outcomes

By the end of this session, students will be able to:

- **LO1:** Understand and explain the purpose and components of a business report (introduction, findings, discussion, conclusion).
- **LO2:** Apply effective structure and formatting conventions to a business report.
- **LO3:** Interpret tutor feedback constructively and identify specific actions for improvement.
- **LO4:** Suggest how to draft an introduction and conclusion that flow logically and select relevant content for each section.

Note Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
0–10	Welcome & soft start	Low-stakes warm-up question: “What do you remember about last week’s reflections?” Students share in pairs; tutor gathers 3–4 themes.	Slide prompt	LO1 (activation)	Very safe B1 start; supports late arrivals.
10–25	Report structure: The 6 key parts	Tutor input: Simple breakdown of business report structure (Title; Intro; Findings; Evidence; Conclusion; Recommendation). Students label a scrambled structure in pairs.	Slides; Section card sort Part 1	LO1	Keep explanations short and concrete.
25–45	Understanding what each section “does”	Group task: Students receive cards explaining the <i>job</i> of each section (e.g., intro = purpose; findings = what you discovered; conclusion = what it means). They match cards to the structure.	Slides Section Card sort Part 2 Vevox	LO1	Reinforces functional understanding.
45–70	Writing Introductions & Conclusions	Tutor modelling (10–12 min): Show strong intro & strong conclusion. Identify “sentence jobs” together. Identification task (5–7 min): Students highlight Topic → Purpose → Map (intro) and Summary → Meaning → Recommendation	Slides Writing introductions and conclusions	LO2	

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
		(conclusion). Guided rewrite (10 min): Students improve one weak intro with tutor support.	task (front for identification, back for rewrite)		
70–80	Break 1	—	—	—	
80–105	Using evidence clearly	Tutor models how to include evidence simply in a report paragraph (numbers, customer comments, simple data). Students underline where evidence appears in 2 short paragraphs.	Slides Using evidence task (front) Pair discussion Whole class bring together	LO3	Light, scaffolded; keeps pace varied.
105–120	Linking ideas in a paragraph (signposting mini-block)	Students match linking/signal words to functions (adding, contrasting, giving examples, summarising). Short rewriting task to include two signposting phrases.	Slides Vevox Using evidence task (back)	LO2, LO3	Builds into Week 10 and helps with clarity.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
120–135	Let's bring it together	Model report paragraph Students examine a complete paragraph (intro → data → explanation). Identify main idea, evidence, explanation.	Slide	LO2, LO3	
135–145	Break 2	—	—	—	Keeps energy up before the major task.
145–155	Preparing to analyse samples	Tutor explains purpose: “We learn good writing by <i>seeing</i> examples before writing our own.” Introduce feedback sentence starters.	slides	LO1–LO3	
155–190	Sample Analysis & Feedback	Students receive 3 sample introductions and 3 sample conclusions (1 strong, 1 OK, 1 weak for each). In trios, students: 1. Decide which is strong / OK / weak. 2. Highlight good features (clarity, purpose, message). 3. Use sentence starters to give feedback. Tutor circulates modelling supportive language.	Slides Working with examples	LO2, LO3	

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
190–200	Making learning visible	Recap Moodle Private Forum (3 short sentences): • One thing I learned about report structure • One thing I understand better about introductions or conclusions • One thing I still want to practise	Slide; Moodle	LO1–LO3	
200–240	Protected flex/slippage	Draft checking and questions times for the assessment.	—	—	

Materials

Digital:

- Moodle
- Vevox
- Slides

Printed:

- Section Card sort à In two parts, same deck
- Writing introductions and conclusions task
- Using evidence task
- Linking ideas task (back page of using evidence task)
- Working with examples

Section Cards Exercise

Possible Orders

Most common and fully logical order

1. Title
2. Introduction
3. Findings
4. Evidence
5. Conclusion
6. Recommendation

Equally acceptable alternative

1. Title
2. Introduction
3. Evidence
4. Findings
5. Conclusion
6. Recommendation

Acceptable compressed middle

1. Title
2. Introduction
3. Findings + Evidence (placed together)
4. Conclusion
5. Recommendation

Section cards matching

Explains why the report was written and what it will cover → Introduction

States what information was discovered or observed → Findings

Supports findings using data, examples, or sources → Evidence

Brings the report together and explains what the findings mean → Conclusion

Suggests actions or next steps based on the report → Recommendation

Clearly tells the reader what the report is about → Title

Tutor Final Feedback

Please do take 5 minutes to provide overall feedback on the module.

There is a link on Moodle in the Tutor space if that is easier for you.

LCLM4001 Tutor Final Feedback



